



TENNESSEE DEPARTMENT OF

**EDUCATION**  
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## Marketing & Management II: Advanced Strategies

<b>Primary Career Cluster:</b>	Marketing
<b>Consultant:</b>	Casey Haugner Wrenn, (615) 532-4879, <a href="mailto:Casey.Haugner@tn.gov">Casey.Haugner@tn.gov</a>
<b>Course Code(s):</b>	5932
<b>Prerequisite(s):</b>	<i>Marketing &amp; Management I: Principles</i> (5931)
<b>Credit:</b>	1
<b>Grade Level:</b>	11 - 12
<b>Graduation Requirement:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Marketing courses.
<b>Programs of Study and Sequence:</b>	This is the third course in the <i>Marketing Management</i> and <i>Entrepreneurship</i> programs of study.
<b>Aligned Student Organization(s):</b>	DECA: <a href="http://www.decatn.org">http://www.decatn.org</a> Sarah Williams, (615)532-2829, <a href="mailto:Sarah.G.Williams@tn.gov">Sarah.G.Williams@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit <a href="http://tn.gov/education/cte/work_based_learning.shtml">http://tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	None
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
<b>Teacher Endorsement(s):</b>	030, 035, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/Marketing.shtml">http://www.tn.gov/education/cte/Marketing.shtml</a>

### Course Description

*Marketing & Management II: Advanced Strategies* is a study of marketing concepts and principles used in management. Students will examine the challenges, responsibilities, and risks managers face in today's workplace. Subject matter includes finance, business ownership, risk management, marketing

information systems, purchasing, promotion, and human resource skills. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee state standards in Economics.\*

*Note for instructors: This course assumes many students are engaged in a work-based learning (WBL) experience such as cooperative education, internships, school-based enterprises, or similar types of worksite experiences with a local partner business. Projects in the course could benefit significantly from the use of resources and data from local businesses. Instructors are encouraged to leverage existing partnerships and to build on advisory committee relationships as they reach out to business owners or managers for authentic scenarios, materials, and other business information from which students could learn.*

## **Program of Study Application**

This is the third course in the *Marketing Management* program of study. For more information on the benefits and requirements of implementing this programs in full, please visit the Marketing website at <http://www.tn.gov/education/cte/Marketing.shtml>.

## **Course Standards**

### **Business Ownership**

- 1) Identify the forms of business ownership (such as sole proprietorship, partnership, and corporation). Compare the advantages and disadvantages of each; explore at least four ways to start a business as part of a class discussion. Cite under what circumstances it would be advantageous for a business to form a limited liability company. (TN Reading 1, 2, 4; TN Writing 4, 9)
- 2) Using supporting data obtained from public sources such as the Bureau of Labor Statistics, explain why entrepreneurship is important to the U.S. economy. Compare and contrast the role of the entrepreneur to that of a manager. (TN Reading 1, 2; TN Writing 2, 4, 9)

### **Management Skills**

- 3) Distinguish the differences between horizontally organized and vertically organized companies. Explain how self-management teams function and illustrate how a student organization could be organized around particular processes or specializations with teams providing support. (TN Reading 1, 2, 4, 5; TN Writing 2, 4, 9)
- 4) Discuss why all three functions of management (planning, organizing and controlling) involve decision making and leadership. Describe the steps that should be included in the decision-making process. (TN Reading 2; TN Writing 2, 4, 9)
- 5) Demonstrate effective management skills by role-playing how you would manage a difficult workplace scenario. (TN Reading 9)

- 6) Identify three motivational management techniques that do not include money and describe the characteristics of the situation in which each may be chosen to motivate employees. (TN Reading 1; TN Writing 9)
- 7) Create a company orientation manual, including sections on, but not limited to, the following.
  - a. Hiring
  - b. Compensation
  - c. Scheduling, including vacation, sick, and paid time off
  - d. Social media compliance policy
  - e. Handling grievances
  - f. Addressing customer feedback
  - g. Performance assessments, including performance improvement and rewards
  - h. Promotions, transfers, and dismissals
  - i. Ethics in the workplace(TN Reading 9; TN Writing 2, 4, 7, 9)

### **Role of Marketing in Business**

- 8) Create a six-month marketing plan aimed at increasing business profitability for the work-based learning partner or another local business. Include the following.
  - a. An executive summary with a situational analysis identifying both SWOT (Strengths, Weaknesses, Opportunities, and Threats) and PEST (Political/legal, Economic, Sociocultural, and Technological) factors
  - b. Marketing strategies
  - c. Cost analysis
  - d. Implementation plan
  - e. Marketing audit evaluation instrument(TN Reading 7, 9; TN Writing 2, 4, 8, 9; TN Math N-Q)

### **Legal and Ethical Issues**

- 9) Prepare a presentation on a federal statute encompassing consumer or trade laws or business practices (such as the Sherman Antitrust Act, the Robinson-Patman Act, or the Consumer Product Safety Act) that can affect businesses. (TN Reading 2, 4; TN Writing 4, 6, 9)
- 10) Write a report on ethical dilemmas that could be encountered when conducting business with international partners. Using media reports and/or case studies, cite examples of how U.S. business practices differ from those of other countries. (TN Reading 6; TN Writing 2, 4, 7, 9)

### **Purchasing**

- 11) Cite the differences between centralized buying and decentralized buying; identify benefits and challenges of each. (TN Reading 4; TN Writing 9)
- 12) Describe a six-month merchandise plan; identify factors to consider when selecting suppliers and negotiating terms of sale. Based on findings, write recommendations for adding a new product to the company's inventory. (TN Reading 7, 9; TN Writing 1, 4, 7, 9)

## **Pricing**

- 13) Identify and describe market factors that can affect prices (such as embargos, natural disasters, and overproduction), and cite legal and ethical considerations for price planning, including price fixing and price discrimination, among others. (TN Reading 2, 4)
- 14) Explain the relationship between pricing and product life cycle. Write an argument supporting either penetration pricing or price skimming as the best pricing strategy to employ when launching a new product. Cite examples from news media or other appropriate texts of how each strategy was used in recent product introductions. (TN Reading 4, 5, 9; TN Writing 1, 4, 7, 9)
- 15) Explain how a company's profit relates to markup. Using the same product, demonstrate the ability to calculate retail percentage markup and markdown in dollars and percentages. (TN Reading 2; TN Writing 4; TN Math N-Q, A-SSE)

## **Promotional Concepts**

- 16) Analyze journal articles about effective institutional promotions (e.g. Macy's Thanksgiving Day Parade), identifying benefits achieved. Research a prominent example of an institutional promotion; name the company sponsor, identify any nonprofit benefactors, and construct an essay highlighting factors that contributed to the launch of the promotion as well as to its continued existence. Address how social media tools have been leveraged to support your selected example. (TN Reading 1, 2, 6; TN Writing 2, 4, 8, 9)
- 17) Design an institutional promotions plan for the WBL partner or another local business. Include all elements of the promotional mix. Identify:
  - a. Goals
  - b. Target market
  - c. Message or theme
  - d. Coordination aspects
  - e. Action plan/implementation
  - f. Evaluation instrument(TN Reading 2; TN Writing 4, 9)
- 18) Describe how a business' image is created and/or enhanced through architectural displays; explain the importance of interior displays to a business' overall image. Create a rubric for evaluating the effectiveness of an architectural/interior display. In groups, divide a list of local businesses to visit. Using the rubric, conduct site surveys to evaluate the displays at a minimum of three businesses per group, and then share findings with the class in a presentation. (TN Reading 2, 7, 9; TN Writing 2, 4, 7)

## **Marketing Research and Information Management**

- 19) Examine different types of marketing research and define methods for gathering marketing research data; include primary and secondary research methods. (TN Reading 1, 2, 4)

- 20) Assist in finding a solution to a problem for the WBL partner or another local business using marketing information management. Identify the problem, investigate the problem, and conduct research on potential ways to resolve the problem. Construct and administer a survey of customers or potential customers to determine factors that could be contributing to the problem; include open-ended, forced choice, and rating/ranking survey questions. Present survey findings and recommendations for resolving the problem in a graphic presentation to partner business and peers. (TN Reading 4, 7, 9; TN Writing 1, 4, 6, 7, 9; TN Math N-Q, S-ID, S-IC)

### **Risk Management**

- 21) Identify the various types of business risk, describing ways in which businesses can manage risk. Provide examples of how risk reduction or prevention can apply to the following areas:
- a. Employee screening and training
  - b. Safety conditions and safety instructions
  - c. Employee theft
  - d. Shoplifting
  - e. Reduction in workplace threats
- (TN Reading 2; TN Writing 4)

- 22) Cite the differences between and features of property and liability insurance. Obtain three quotes for minimum liability insurance coverage for a business in your area, using square footage and inventory on hand as factors on which to base the quote. (TN Reading 4, 5; TN Writing 4, 9)

### **Business Financing and Financial Statements**

- 23) Describe the differences between equity capital and debt capital and explain the advantages and disadvantages of each. (TN Reading 2, 4)
- 24) To evaluate the credit worthiness of a business, lenders rely on the six C's (character, capability, capital, collateral, coverage, and conditions). Identify and explain the role each of the six criteria play in a lender's ability to determine overall risk and approve financing. (TN Reading 2, 4, 5; TN Writing 4, 9)
- 25) Identify the types of financial documents typically included in a business plan. Prepare examples of the following:
- a. Personal financial statement
  - b. Estimated startup costs
  - c. Projected business income statement for one quarter
  - d. Projected balance sheet after one year
- (TN Reading 2, 4; TN Writing 4; TN Math N-Q; TN Economics)

### **Work-Based Learning Experience**

- 26) Apply principles of marketing and management to a work-based learning opportunity such as job shadowing, internships, or related work-based/work-site experiences.
- 27) Evaluate and apply principles of ethics as they relate to the work-based experience.

28) Employ safety principles to the work-based experience. (TN Reading 3)

29) Compose and maintain a journal that documents work-site experiences, time management, and ethical workplace behaviors. (TN Writing 4, 5, 10)

## Standards Alignment Notes

\*References to other standards include:

- TN Reading: [State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 8 and 10 at the conclusion of the course.
- TN Writing: [State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- TN Math: [State Standards for Mathematics](#); Math Standards for High School: Number and Quantity, Algebra, Statistics and Probability.
  - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project-based activities or collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative, algebraic, and statistical reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- TN Economics: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Economics 9-12](#).
  - Note: The standards in this course are not meant to teach economics concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with economics educators to design project based activities or collaborate on lesson planning.